



Educational Interpreters

Ky Educational Interpreter Newsletter

November 2008

Volume 4/Issue 2

First of all, let me send out big congratulations to those newly certified interpreters! Congratulations also go to the staff at ECU's American Sign Language and Interpreter Education (ASLIE) Interpreter Training Program's Outreach Department. Congrats also go to the KSD Outreach Department and interpreters. Not to mention interpreter mentors and mentees across the state.

It's happening!

The countless hours, endless encouragement, and plain old 'roll up your sleeves and get to work' attitudes of all the people listed above are making it happen. It is amazing to think about how our state has changed for the better in how we serve the Deaf community, both students and adults. The passage of our interpreter licensure law in 1998 rocked the field of interpreting and all its stakeholders. We were given five years to get busy and obtain our national certification, NAD IV, NAD V or RID, by 2003 in order to become fully licensed.

The law also established temporary licensure to allow new interpreters to enter the field, while also allowing for a growth period for working pre-certified interpreters. The regulations were revised in 2006, setting a cap on extensions in order to maintain the momentum for achieving national certification. Outreach workshops and mentoring relationships have become the cornerstone of success in promoting the field and ushering in a wave of newly certified interpreters.

As the law was passed we had roughly 30 nationally certified interpreters. We currently have 146 permanently licensed interpreters and 141 temporary licensed. Then Kentucky Board of Interpreters has also seen 30 interpreters make the transition to permanent licensure. This is proof that it is working – because YOU are working! Keep up the good work. ☺

Robyn Hobson

Interpreter/ Consultant

Robyn.hobson@education.ky.gov

(502)564-4970

Congrats to Newly Certified Interpreters!!

Kim Abell, NIC

Hunter Bryant, NIC

Sonja Cook, NIC

Melissa Parrish, NIC

Jennifer Paycheck, NIC

Bethany Spencer, NIC

Lindsey Swetlik, NIC

Darlana McQueary, CI

Kristine Parson, CI

Kimberly Corcoran, CT

Amber Fox-Young, CT



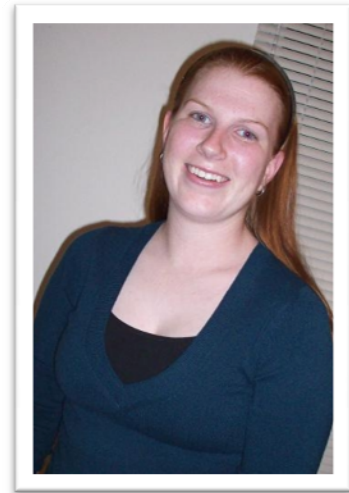
*Have you visited the website for educational interpreters?
KDE P-12 Educational Interpreters*

One Interpreter's Journey from Temporary Licensure to Certification

- Kim Abell, Educational Interpreter, Jefferson County

I have wanted to work with deaf people for as long as I can remember. I remember trying to learn sign language from Linda Bove on Sesame Street. When it came time to decide where to go to college, ECU seemed like the best choice. I could get a degree to teach deaf kids or become an interpreter. I took the NIC written in December of 2005 and passed on the first try. I was so excited. I graduated from the ITP in 2006. I began working for Jefferson County Public Schools that fall.

I worked with my first mentor. She was very supportive and helped me a lot. I took my first NIC performance test in July 2007. Six agonizing months later (Jan 2008) I was informed that I, like many others interpreters I knew, had failed. I was devastated. I hadn't expected to pass, but it still makes you think "Can I do this?" "How can I do my job when this test says I am a lousy interpreter?" Those words hurt me for a long time, until I began to use them as a motivator. I began doing everything I could to practice for the NIC, running ethical scenarios with the other interpreters in my school district, going to NIC prep workshops and watching videotapes. I was socializing with deaf adults and trying to get all the information I could. I was determined that the next time I took the test I was going to have better scores, not necessarily pass.



This past summer, I went to the ASL Immersion in E-town, and then I went to Caitlin Smith's mentoring workshop, and the Summer Institute. I learned so much. My first mentor had moved far away and my new mentor was a tough cookie. She wanted me to plan activities and do work to get better. That was the kick in the pants I needed. The mentoring workshop gave me the tools I needed to find out what skills I was strong and weak in. While at the Summer Institute, I participated in an intense workshop on preparing for the NIC. That workshop helped me to develop a script for answering the interview portion. I signed up to take the test again.

I decided from the get go that I was not going to freak out or get nervous. I was going to pretend it was just another day on the job. I walked into the testing center, feeling confident. The LTA was someone I had never met, which oddly made me more comfortable. We even had technical difficulties where the camera didn't want to record. I still was calm. I went through the test. It felt easier than the last time. I finished the interview portion knowing I did better but feeling like I still hadn't done enough to pass. I moved onto the performance portion. I was catching fingerspelling and numbers that felt like I was on! I went home feeling ok with it. I decided I wasn't going to worry about it, and put it out of my mind.

The other day, I was checking email via my phone as I left work. I had an email saying my test results were attached. I downloaded it. The only word on the screen was “Congratulations!” I didn’t read on. I called my mom, my dad, my coworkers, my boss and anyone else I could think of. When I got home and actually read the whole letter I couldn’t have been more shocked, I had improved my scores in almost every domain! My advice to people still struggling is that it can be done, and to just stick with it. I know I couldn’t have done it without my mentor, my coworkers, and KYTERPNET for all their support and advice through this time. I am excited to start this next phase of my interpreting journey.

Kentucky Commission on the Deaf and Hard of Hearing Updates

– Virginia Moore, KCDHH Deputy Executive Director

Increased access to a wider pool of resources is the proposed benefit of a plan designed by the Kentucky Commission on the Deaf and Hard of Hearing (KCDHH), Eastern Kentucky University and the Kentucky Education and Workforce Development Cabinet.



Representatives from the three groups are developing a plan that would consolidate the resources from the three organizations into an efficient search model for aspiring interpreters, accessible in a single Web site. Students will be able to access materials contained in the KCDHH Resource Library, the Eastern Kentucky University Library and the state’s Department of Libraries and Archives from a single site.

The result would be a one-stop resource that reduces search time and provides access to the most appropriate resources. The ultimate goal is to assist interpreting students in their mission of becoming certified, a dire need for Kentucky within the next decade.

The three groups have meetings planned over the next few months to work out additional details of the proposal.


If you have any questions, please contact:

Rachel Payne, Interpreter Coordinator, Rachel.payne@ky.gov or
Virginia Moore, Deputy Executive Director, Virginia.moore@ky.gov

Fingerspelling Brain Teaser Exercises


Three important concepts in fingerspelling are context, the first and last letters, and the overall shape. Context, context, context! We hear that so often in interpreting because it is so essential to conveying a clear and accurate message so that our audience doesn't get 'left behind'. And, the same is true for fingerspelling since it will narrow the options of words we have to choose to fit in to our interpretation of the word. The next concept to apply to catching the word is to focus on the first and last letters, again narrowing our choices. Finally, looking at the shape of the word as it is produced on the hands rather than the individual letters. The shape can be defined as follows:

 = a,e,m,n,o,s,t,x

 = b,c,d,f,l,j,k,l,r,u,v,w (p,q have the rectangle to identify them, but placed lower)

 = g,h,y (z is by itself)

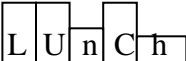
Here's an example:

What are you going to eat for  ?


Context: a meal

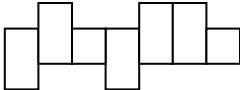
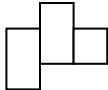
First Letter: L Last Letter: H

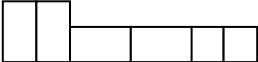
Shape: (above)

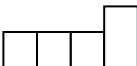
Answer: lunch 

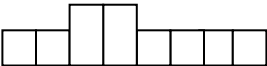
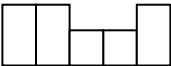
Try the following sentences to identify the words based on these three indicators. (Answers on the last page.)

Have you done all of your  shopping?

My mom makes the best   .

Mary's favorite part of Christmas is the  .

I hope we have  this year.

The  always enjoy the  from school.

Eastern Kentucky University ITP Outreach

- Kimberly Hale, Outreach Staff



The outreach team will be continuing our mentoring initiatives and adding new aspects of the mentoring approach. Traditionally, mentoring relationships have focused on an experienced and/or certified interpreter working with a less experienced/non-certified interpreter. We believe that all interpreters no matter where they are in their professional growth have something to offer others and can learn to be effective and successful mentors while being mentored. So, a new aspect of the program will include peer mentoring.

This new plan will include an on-site training component (January 16 - 17, 2009) and a support phase that continues for 4 months, ending May 15. During the on-site training you will learn and practice: effective mentoring/mentee techniques, a wide range of self-analysis tools, and creating effective development plans. While we were not able to work out having the on-site training at multiple locations at this time, we have offered similar training in multiple locations thus far (Summer Immersions in 2008, and Danville in Jan 2008). If you have completed one of the on-site training events already, you can take part in the on-line support phase.

The 4-month support phase will include web-based support and direct one-on-one support with a trained “meta” mentor, a person who will work with each mentoring-pair to provide technical assistance, and guidance. The web-base support will include additional resources and information on creating, implementing, and evaluating professional development plans, a discussion board, as well as resource sharing among program participants.

Check our website (<http://www.interpreting.eku.edu/workshops.php>) for updated information including on-site training location, the registration forms (for on-site and 4-month support phases), meta mentor application, and other pertinent information.

This program is generously supported by a grant from the Kentucky Department of Education. Meta-mentors and mentors who attend the training event and successfully complete the 4-month support phase may be eligible for a stipend.

If you have questions about this exciting program, please contact me at Kimberly.hale@eku.edu.

*Mentor-Mentee
training &
follow-up support
beginning in
January!*

Deaf Student Perspectives:

Lemarc Williamson, Financial Auditor,
Kentucky State Auditor of Public Accounts

Where did you go to school in your K-12 years?

My schooling started at The Lexington Hearing and Speech Center (The Yellow School) in Lexington, Kentucky. After a few years, I then enrolled as a boarding student at St. Joseph's Institute for the Deaf, an oral school in St. Louis, MO. At the age of 13, I moved back home to Lexington and mainstreamed at Sayre School for 7th grade through 12th as the school's only deaf student. After graduating from Sayre, I went to Lenoir-Rhyne College in Hickory, North Carolina for two years before transferring to Eastern Kentucky University and graduated with a Bachelor of Business Administration in Accounting.



What accommodations did you use during your schooling?

Throughout my school years I used hearing aids and AM/FM loops.

When did you first use interpreters?

I did not have an interpreter until my 1st year in college at Lenoir-Rhyne College.

What was your experience like as you begun getting used to having the interpreters in the classroom with you?

I went through different phases of communication in the classroom. Having an interpreter was somewhat a classroom-culture shock. In St. Louis, I was adapted to learning how to talk and communicate with fellow classmates and teachers in classroom. At Sayre, it was a big transition to a hearing environment as well as the classroom itself. With an interpreter, I paid more attention to interpreters rather than copying notes from the blackboard and classmates. After class, I could obtain copies of class notes done by a student volunteer. Luckily, I was a good lip reader where I could pick up sign language from interpreters and use them in communicating with deaf friends I've met down the road. Where interpreters could mouth words while interpreting was most beneficial due to my late start in learning ASL. It was an experience being able to see things clearly, comprehensive and extensive.

As you look back, what do you think the interpreters could have done differently to make your school experience better/help you to learn more?

In my case, there is a line between passing the class and understanding the class. There would be different unexplainable little ways interpreters and student can do in the short and long run. There could be little variance in between, indirect and direct. It depends on how the instructor instructs the class from the beginning to end, throughout the semester. As long these responsibilities are communicated to students, it is all-good. At times, I would be highlighting a book rather than watching the interpreter. It may be because I know that the tests are based on the book rather than the lecture. If the test was based on 80% of the lecture, I would focus on the

interpreter. There would be times I'm doing another assignment for next class; I allow any interruptions by an interpreter when something significant is said in the classroom. Interpreters should put themselves in the client's shoes and be aware of the clients' mentality in the classroom, whether it be struggling or carefree. In some classes, interpreters should logically put themselves in a classroom manner by being the public speaker to the client as though he/she was the instructor providing subject related type of interaction with students. This would keep students more focused and mind-set rather than the just interpreting the instructor itself. For example, I'm staring at an interpreter like it's a boring movie and dozing off. I would rather watch an involved, conversational, interactive type of interpreter in a classroom manner. In a concert, you'd want to rock a student to a particular song. In the classroom setting, interpreters should amuse themselves for the students while interpreting that particular subject.

Interpreter Training Programs Update

One topic that continues to be of interest to many stakeholders in our field, from working interpreters and aspiring interpreters to the Deaf community, is the University of Louisville ITP. The information that follows is an updated proposal from the students at U of L. They have plans to present their proposal to the administration at University of Louisville. EKU has also issued a statement of support, as their mission continues to be to increase the number of qualified interpreters serving in Kentucky.

As quoted from the University of Louisville Students who plan to appeal to the U of L Administration:

Dec 2nd - the student senate will vote on the resolution to save the ITP

Where: the Belknap Research Building

When: 7:00 pm

We need as much student support as possible. The Student senate is possibly basing their decision on student interest, so the more students we have present the better.

Background:

The Eastern Kentucky University (EKU) satellite Interpreter Training Program (ITP) housed at the University of Louisville will close May 2009. The partnership began in 1997 with one part-time faculty, one American Sign Language lab manager and one secretary. In 1998 with three faculty members, one American Sign Language lab manager, one lab assistant and one secretary. At the time, EKU in Richmond, Kentucky offered only an Associate's Degree in Interpreting. It was decided that the University of Louisville program would offer ASL and ITP courses that would be part of the B.S. degree that was later implemented. These classes and structure were later adopted by EKU when it switched to a Bachelor's Degree in ITP in 2000.

Students enrolled in the ECU at U of L Interpreter Training Program paid University of Louisville tuition to the University of Louisville. The money was allocated as follows: Tuition for general education classes-100% went to U of L Tuition for American Sign Language and ITP-30% to U of L, 70% ECU. The University of Louisville ITP admitted both full and part-time students. Many non-traditional students seeking career changes entered the program. The first class of ITP graduated in 2001 with five students. In 2006, twenty-four students graduated. Since then, the average graduation rate is ten per year with the potential to have 25 per year if four to eight ASL classes are given each semester.

Throughout the years, ECU administered the program from Richmond, Kentucky. There were numerous problems in trying to run the program from there. Students on the U of L campus were often frustrated because they felt no connection with ECU and paid University of Louisville rates for tuition but were awarded ECU degrees where the rates were lower. It was difficult to apply for and receive financial aid because the two universities never satisfactorily negotiated a way to determine responsibility for the aid.

In 2007, ECU announced the planned closing of the satellite ITP housed at U of L. It cited accreditation problems resulting from ECU's attempts to administer the program from Richmond. ECU proposed a "2+2" agreement between ECU and U of L in order to address accreditation issues. ECU and U of L did not come to an agreement, ECU decided to close the satellite program as of May 2009.

Whereas,

The University of Louisville has made no plans on adopting the program or developing a continuation program on our campus for following years;

Whereas,

Former Kentucky law stated that only one Kentucky university can offer a Interpreter Training Program, in 2008 the Kentucky General Assembly changed the law which cleared the way for the University of Louisville to begin to develop and implement a Interpreter Training Program on our campus;

Whereas,

Neighboring states have multiple operating programs; Indiana (5), Michigan (3), Ohio (6), Missouri (2), and Illinois (4);

Whereas,

The need, and also desire, of the student body of the University of Louisville and the Louisville Community is to develop and continue the American Sign Language education Interpreter program as a home program on the U of L campus;

Whereas,

According to the National Association of the Deaf, American Sign Language is one of the top four used languages in the United States and Canada;

Whereas,

Also according to the National Association of the Deaf, American Sign Language has met the accepted linguistic criteria to qualify it as a legitimate language in that it has a system of arbitrary symbols, grammatical signals, and syntax, it has a community of users, and it has undergone historical changes;

Whereas,

Kentucky Law KRS#164.4785 recognizes American Sign Language as a foreign language for public schools;

Whereas,

The University of Louisville's mission is, "...to be a premier, nationally recognized metropolitan research university with a commitment to the liberal arts and sciences and to the intellectual, cultural, and economic development of our diverse communities and citizens through the pursuit of excellence in five interrelated strategic areas: (1) Educational Experience, (2) Research, Creative, and Scholarly Activity, (3) Accessibility, Diversity, Equity, and Communication, (4) Partnerships and Collaborations, and (5) Institutional Effectiveness of Programs and Services."

Therefore be it hereby resolved,

The University of Louisville will develop an American Sign Language Studies Program/Interpreter Training Program at the University of Louisville with classes beginning the summer 2009.

Be it further resolved,

The following seven phases of the ASL/Interpreter Training Program cater to the desire of the University of Louisville students:

Phase 1:

The University of Louisville Provost, Classical and Modern Language Department Chair and College of Arts and Sciences Dean will interview and hire a faculty member to initiate the Interpreter Training Program on the University of Louisville campus.

Phase 2:

The faculty member hired by the University of Louisville Administration will be involved in interviewing and hiring an office clerk and lab manager for the Interpreter Training Program and other faculty and staff as needed.

Phase 3:

Three to four ASL classes will be offered in the beginning in summer 2009. Classes should include, but are not limited to: ASL 101, ASL 102, ASL 201, ASL 202, ITP 115, ITP 215, and ITP 220.

Phase 4:

The faculty and staff member hired will work with the university officials regarding procedures on writing proposals for potential grants in support for the ASL and ITP program from the State and Federal Government.

Phase 5:

The faculty and staff member will design and implement ASL Studies and Interpreter Education program to the Classical and Modern Language Department for approval.

Phase 6:

Following the University of Louisville mission statement regarding our, "...commitment to liberal arts..." the faculty and staff member hired will review existing programs throughout the USA to ensure that the University of Louisville will provide one of the premier ASL Studies/Interpreter Training Education programs in the country.

Phase 7:

The faculty and staff members hired will meet with the University of Louisville Provost, Disability Resource Center, the Classical and Modern Language Department and the College of Arts and Sciences Dean to ensure that the University of Louisville's Interpreter Training Program is in compliance in terms of providing accessibility to current Deaf and Hard of Hearing employees.

Be it resolved,

The University of Louisville's mission shows commitment to the, "...intellectual, cultural, and economic development of our diverse communities and citizens through the pursuit of excellence..." Having an Interpreter Training Program on the University of Louisville's campus will create a vibrant relationship with the Deaf and Hard of Hearing Community within Jefferson County allowing our university to be the flagship institution committed to the relationship between Deaf, Hard of Hearing and higher education.

Be it resolved,

The student senate recommends the seven phases proposed based on student demand in this resolution be enacted. However, if the Provost finds a more efficient way to meet the objectives of this resolution and the timeline of implementation, the student senate would support the plan upon presentation to the student senate.

Be it resolved,

This proposal of the American Sign Language/Interpreter Training Program shall be reviewed by the following administration along with University of Louisville student representation: the University Provost, the Disability Resource Center, Classical/Modern Language Department, Faculty Senate, and the Dean of the College of Arts and Sciences.

*A recent email from Laurence Hayes, Ph.D, ASLIE
Department Chair*

Greetings,

I received this supportive e-mail for a new ITP at the UofL and wanted to share it with everyone. As we have stated we will be happy to provide technical support as requested for any new program in the state.

Thanks,

Laurence Hayes

Deaf and Hard of Hearing Services Branch Office of Vocational Rehabilitation



Historically, the KY Office of Vocational Rehabilitation (OVR) has long recognized the unique challenges that deafness or hearing loss places on the individual. First, there is a pervasive communication barrier that separates individuals from having access to needed services. Secondly, a lack of understanding of unique problems experienced by the individuals who are deaf, deaf at risk, deafblind, hard of hearing, or late deafened may negate successful rehabilitation outcomes. In recognizing these obstacles, OVR established the Deaf and Hard of Hearing Services Branch (DHHS) within the Division of Program Services. The Branch designation acknowledges the specialized skill set that is required of OVR staff to effectively serve these consumers and ensures that the integrity of these services will be maintained.

The key to successful rehabilitation is effective communication and full participation of this population. Care should be taken in each step of the rehabilitation process so that communication is clear and these individuals are involved and understand both his/her and the agency's responsibilities.

Before 1996, Kentucky OVR basically used a "one size fits all" approach to services to persons with hearing loss, meaning that one counselor was assigned to serve the full spectrum of these individuals. At the request of consumers, these services were redesigned to focus on the communication needs first. Now, consumers are assigned a counselor based on their stated communication preference or mode, at the time of the referral. Only designated trained counselors serve these individuals.



The DHHS Branch at a recent staff retreat. Front row (left to right): Carol Leonhart, Lori Bishop and Holly Evans. Second row (left to right): Tara Eversole, Amanda Friend and Sharon White. Third row (left to right): Patti Phelps, Laura Herman, Sherry West, Virginia Silvestri, Sandra Thompson and Lindsey Goins. The last row (left to right): is Glenda Groenewold, Toni Jackson, Janis Friend, Ruth Bradley, Judy Gooch, Tom King, Mark Poston, Kellie Sanchez, Joe Scott, Julie Beth Hayden, Bob Hurt and Jeff Fischer.

As pictured on the previous page, the DHHS Branch presently consists of a Branch Manager who also serves as State Coordinator for Deaf Services, a Coordinator of Hard of Hearing and Late Deafened Services and an Administrative Assistant (all located in the OVR Central Office in Frankfort); 2 Coordinators for DeafBlind and Deaf at Risk services; 7 full-time and 2 part-time Rehabilitation Counselors for the Deaf (RCD) that are housed in district offices around the state and serve designated areas of the state; one part-time RCD at the Carl D. Perkins Vocational Training Center (CDPVTC) and one in N. KY who serves both individuals who are deaf and those who are hard of hearing. 9 full-time and 2 part-time staff interpreters who are also located in various district offices with one employed full time at CDPVTC. One of the staff interpreters also serves as Interpreter Coordinator/ Supervisor. All DHHS staff are highly trained and qualified to provide quality services to individuals who are deaf, deaf-blind, late deafened and hard of hearing.

If you would like additional information, please contact Janis Friend at JanisK.Friend@ky.gov or by calling 502-564-4440 ext. 263.

Sign of the Month = Government & Civics

This following is an excerpt from the KDE Core Content for Assessment Document for 4th Grade Social Studies:

Big Idea: Government and Civics

The study of government and civics allows students to understand the nature of government and the unique characteristics of American democracy, including its fundamental principles, structure, and the role of citizens. Understanding the historical development of structures of power, authority and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.

A great website to use as a reference for ASL signs is <http://www.aslpro.com/> Other resources at our fingertips are the teachers, their preparation materials and books. Of course, the best resource can be found in Deaf adults whose native language is ASL. Make a game out of researching the information – having fun helps in learning ☺

For previous issues of the newsletter, see [KDE P-12 Educational Interpreters](#)
Questions or feedback on the newsletter? Contact Robyn Hobson, (502) 564-4970
robyn.hobson@education.ky.gov

ANSWERS:

Have you done all of your Christmas shopping?
My mom makes the best pumpkin pies.
Sally's favorite part of Christmas is the lights.
I hope we have snow this year.
The students always enjoy the break from school.

